

THE WESLEYAN ALUMNAE

MAY, 1969

LEADERSHIP AND RESPONSIBILITY



IT'S MAY!



DANCE WITH DAD



EUGENIA RAWLS



GOLDEN GIRLS



"GOOD JOB!"



CAMPUS TOUR



SIMPLY GRAND



COMMISSIONER



GRADUATE STUDENT

Leadership and Responsibility

Like all Gaul this issue of your alumnae magazine is divided into three parts.

Part I is a going-to-press glimpse of the Special Leadership Conference held on campus Friday, April 25. Alumnae, parents, trustees, and other friends interested in preserving independent colleges, flocked to the campus to learn of the service Wesleyan renders in educating young women in a Christian environment, and to pledge their support to strengthen her efforts to continue as a strong independent college.

Part II probes into the question of who is in charge of the colleges and universities of America. Alumnae have been troubled by news reports of conditions on campuses throughout the land. They ask, where does the leadership repose? Who should bear the responsibility of running our institutions of higher learning? What important things are happening?

Augmenting our effort at continuing education your editor thought this dissertation, "Who's in Charge?", would give a deeper, more accurate understanding to our 8000 alumnae who receive our publication four times a year.

This special report was prepared by Editorial Projects for Education, a non-profit organization associated with the American Alumni Council. It reintroduces the people who compose the higher education community—today's students, faculty, presidents, trustees, alumnae—and the powerful public. On all of these component parts rests not only the responsibility, but the future—the very existence—of Wesleyan College. "Who's in Charge?" details how their relationship has been changing, how America's resilient colleges and universities accept this change. Let us have your reaction to this document.

Part III whirls over and around Alumnae Week-end, held for the first time while school was in progress, March 28-29, and voted a huge success by alumnae, students, everybody.

EDITOR: FRED A. (KAPLAN) NADLER,
A.B. '26

(FRONT COVER)

IT'S MAY! And Candace Smith, '69, Tampa, Fla., here beside Foster Lake, is Queen of the merry month.

DANCE WITH DAD is great fun on night before Parents Day, March 8. Here is Trustee Preston Collins and Mary Catherine. Climax was Stunt, won by Golden Hearts, Sophomores.

EUGENIA RAWLS is enchanting as Fanny Kemble on Friday night of Alumnae week-end, March 28.

GOLDEN GIRLS had fun making

their 50th reunion a success. Here are the Macon committee, Lila Lumpkin, Linda Anderson Lane, and Lucia Chappell Domingos.

"GOOD JOB!" Rufus tells his wife, Jane Mulkey Greene, '42, Atlanta, alumnae president, when day is done. CAMPUS TOUR for Trustee D. W. Brooks, at Special Leadership Conference. "All was peaceful and serene," he said. Speaker at afternoon symposium, Mr. Brooks enjoys student escort (including Miss Macon).

SIMPLY GRAND was the speech—and the gift—by Ely Callaway, Jr.,

LEADERSHIP CONFERENCE

Opens with Address by Trustee Simmons

Can today's superabundance of communication, mass-produced by machine, substitute for the type of "individual" education Wesleyan provides?

Can a small, idealistic college survive in a world of institutions supported increasingly from public funds?

Machines, said Mr. Simmons, are a supplement, not a substitute. They can give answers, but they cannot teach ethics and morality, principles and understanding.

"As the first college in the world chartered to grant degrees to women, Wesleyan has a distinctive heritage; one of our few remaining institutions dedicated to the highest ideals and obligations of humanity, we must see that her future is assured and, indeed, that her destiny is achieved."



And Closes With "Yes" to Chairman Jones

Trustee Jones, Macon attorney, invites support of business and industrial leaders. Seated next to him at dinner is Mrs. Ely Callaway, Jr., wife of speaker. (above) Mr. Simmons, Macon business and civic leader, gives keynote address at 11 a.m.

who talked at dinner for business and industrial chiefs.

COMMISSIONER of Internal Revenue is new title for Trustee Randolph W. Thrower, here sworn in by Judge Elbert Tuttle in Washington, D. C. His wife, Margaret Munroe Thrower, '35, Quincy, Fla. holds the Bible. Mr. Thrower introduced Mr. Callaway at the Wesleyan dinner, April 25.

GRADUATE STUDENT at UNC, Betsy Martin smiles at Allen Sanders, another Green Knight, after her symposium speech at Leadership Conference.

NEEDED: \$1½ MILLION

To assure

A Distinctive Heritage — A Distinguished Future

A million and a half dollars—"not for frills and fancies, but for existence"—must be raised for Wesleyan College in the next year or so.

This immediate goal was announced by President W. Earl Strickland on April 25 at a dinner for 200 business and industrial leaders which followed a day-long Special Leadership Conference attended by alumnae, trustees, and other friends of the college. The theme of this inspiring day was "A distinctive Heritage—A distinguished Future."

The proposed capital funds campaign, first major drive to be launched by Wesleyan in many years, sets an intermediate goal within the next five years of around \$5,000,000, and "beyond that some long-range plans and needs."

"The situation of all private colleges is extremely precarious", said Dr. Strickland. "In 10-15 years they may all cease to exist, except for a select few. It is my hope, ambition, determination, along with each of the trustees, that Wesleyan will be one of those that continues. There is, of course, no reason for our existence unless we can do the job better, be a superior institution. We are trying to do this.

"Ours is one of the finest, prettiest campuses in the country. Most of our facilities, even the oldest, are in excellent shape. Candler building must be enlarged (into an administration-alumnae complex), Tate must be remodelled and air-conditioned, and we need additional parking space. Beyond this, the money will go into endowment, to provide adequate faculty salaries, scholarships and student loans, more and more books and equipment, general running expenses of the college. That's what it's all about."

"Yes!"

Trustee Frank C. Jones, chairman of the Leadership Conference, asked the group that evening: "Do you believe Wesleyan College deserves the support of alumnae, parents, friends in Macon and elsewhere? Do you think people will respond? Can we raise one and a half million dollars in the next few months? Is this goal reasonable and realistic?"

A resounding "Yes!" was the answer.

Already trustees, faculty, staff, a few alumnae and others had pledged \$587,000, which was swelled to \$612,000 by \$25,000 from Ely Callaway, Jr., of New York, as president of



PRESIDENT'S RECEPTION IS GALA

Reginald Trice, chairman of Wesleyan's Board of Trustees, and national chairman of the capital funds campaign, receives guests with Dr. and Mrs. Strickland. Here he greets B. H. Witham, Jr., one of the speakers on afternoon symposium.

Burlington Industries, Inc.

Mr. Callaway, guest speaker at the dinner, was introduced by the Hon. Randolph W. Thrower. He pointed up business's responsibility to a college of the arts, the need to give in order to get more highly qualified, better educated people, "or go broke."

"Higher education requires money", he said. "U. S. business must spend twice as much as we do to meet the competition of Germany, Russia, etc. We produce more and better consumer goods than any other country. With all our good things, our great opportunities, natural resources, brain power, great educational system, we'd better continue to be the best educated people in the world in order to take advantage of the blessings we do have."

The business world needs educated people whose scope of learning goes beyond the understanding of technology to the sensitive understanding of human nature and humanistic values, without which, warned Mr. Callaway, "knowledge too often becomes a weapon rather than a plowshare."

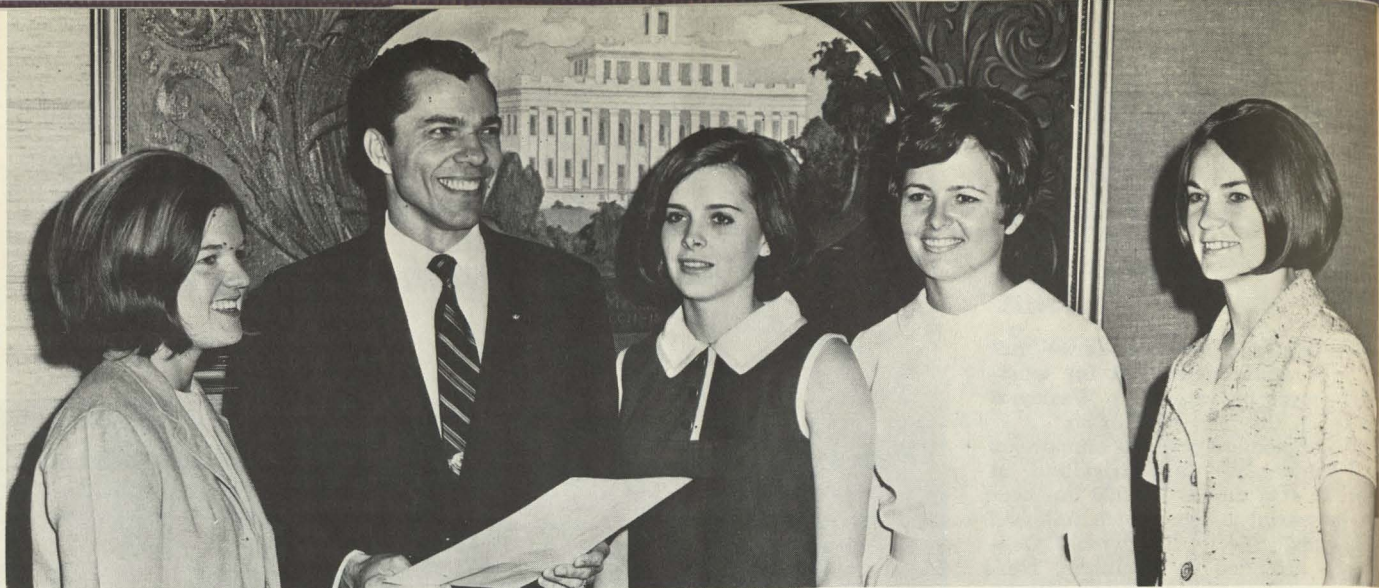
He stressed the role of the small, independent college.

Key Roles

Reginald Trice, chairman of Wesleyan's Board of Trustees, will serve as national chairman of the campaign; Trustee Tom Greene, Jr., is to be Leadership Gift Chairman; and Trustee Leo J. Huckabee, Jr. will head the Macon area.

A professional fund-raising counsel has established a campaign office in the Candler building to aid our development officer, Robert Wys, and campaign leaders. Other workers, including many alumnae, are rallying to the cause.

Steering Committee for the Leadership Conference, headed by Frank C. Jones, included the Rev. Dr. J. Frederick Wilson, Hugh P. Harper, Mrs. Samuel W. Popejoy, William A. Fickling, Jr., Mrs. Frank C. Jones, Mrs. Toof A. Boone, Jr., Mrs. McKibben Lane; also faculty committees headed by Mrs. James Whitehurst, E. E. Eschmann, and Mrs. Lawrence Schafer.



MAYOR PROCLAIMS LEADERSHIP DAY

Macon's Mayor Ronnie Thompson reads proclamation to Wesleyan's "Big Four"—Sally Shingler (Pres. Student Government Assn.), Peggy Persons, (Senior Class), B. J. Molpus (Student Recreation Assn.), Charlene Payne (Council on Religious Concerns). Behind them is Menaboni painting of the original college building, now hanging in president's office.

To the Leadership Conference came alumnae and other friends from Macon, from Georgia, from many miles away, "remembering the Wesleyan that was, seeing the Wesleyan that is, and helping plan for the glorious Wesleyan that can be."

Activities were effectively programmed . . . the Simmons speech in the morning . . . a beautiful buffet on Mt. Vernon porch at noon . . . the symposium at 2 in Porter auditorium, moderated by Alumnae Director Elaine Wood Whitehurst . . . tours of the campus (never more beautiful in spring green) conducted by student guides through labs and library and disciplines "in action," including the Chapel choir rehearsing . . . busses shuttling to the reception at the country club . . . a Drama department play, "The Chalk Garden" to top it off . . . and music, music everywhere.

Symposium Quotes

A father (of 3 Wesleyannes)—B. H. Witham, Jr., of IBM World Trade Corp., New York: "I would hope my daughters would learn 6 truths from a liberal arts education at Wesleyan—that new isn't necessarily better, nor knowledge wisdom, nor a diploma an education, nor activity achievement, nor talking communication, and that "they" don't necessarily have all the answers. I would hope my daughters might digest the best thought of Western civilization and achieve individuality of thought, discounting what is not pertinent and cherishing what is."

A student—Emoryette McDonald, '70, Moultrie, Ga.: "I couldn't possibly be happier in a college life situation. I was seeking a college that

would treat me as a maturing individual by giving personal responsibility while standing by with warm and friendly counsel."

A graduate student at U of NC—Elizabeth (Betsy) Martin, '68, Atlanta: "For a sense of community, of belonging, which Wesleyan gave me; for what Wesleyan drew out of me and brought forth; and for the fragile values of this world which it revealed to me—what greater debt can I owe?"

Another alumna, Merrilyn Welch Eastham, '53, Marietta, Ga. (Mrs. Georgia of 1963): "Wesleyan helps her alumnae give of our best, not just the skill of our hands, but the cunning of our brains, our dreams, our finest resolutions, and our most solemn promises to ourselves . . . Being an alumna of Wesleyan is a grand distinction."

(An Alumna, Rebecca Caudill Ayars, '20, distinguished author, of Urbana, Ill., was regrettably unable to appear, due to an automobile accident en route. Her planned remarks will be published in the next magazine.)

A trustee—D. W. Brooks, Atlanta, president of Cotton Producers' Assn.: "If it can produce as fine students in the future as in the past, what this institution can do for the world is unbelievable . . . we must keep the faith, so that her students can go out into this changing world not in fear but in excitement, to make their contribution to the welfare of the world . . . The Board of Trustees feels its responsibility to Wesleyan; we believe it has the greatest history of all institutions and want it to have the greatest future."



STUDENT SPEAKS



After symposium talk Merrilyn discusses Wesleyan's needs with Conference participants.

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

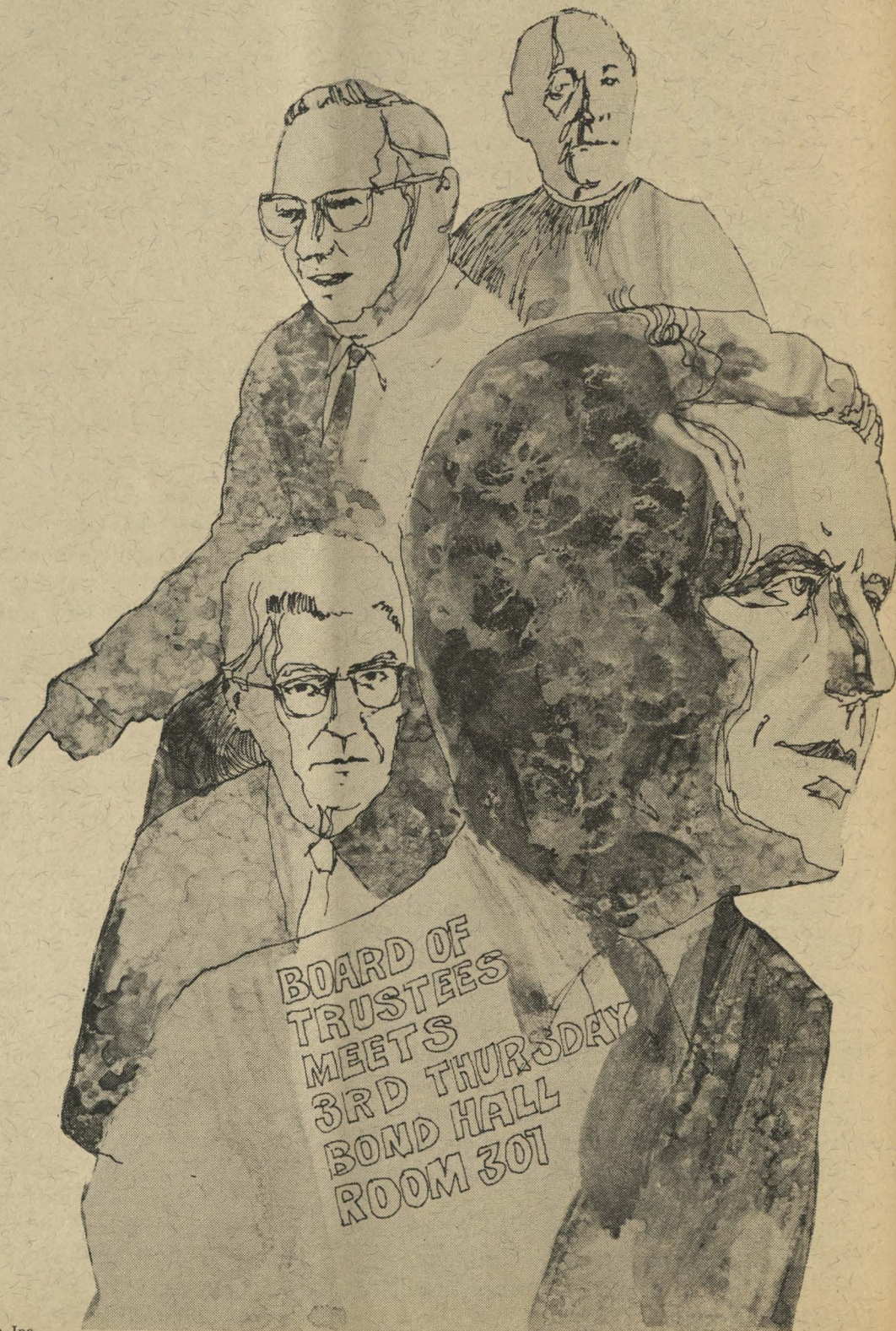
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge—I The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

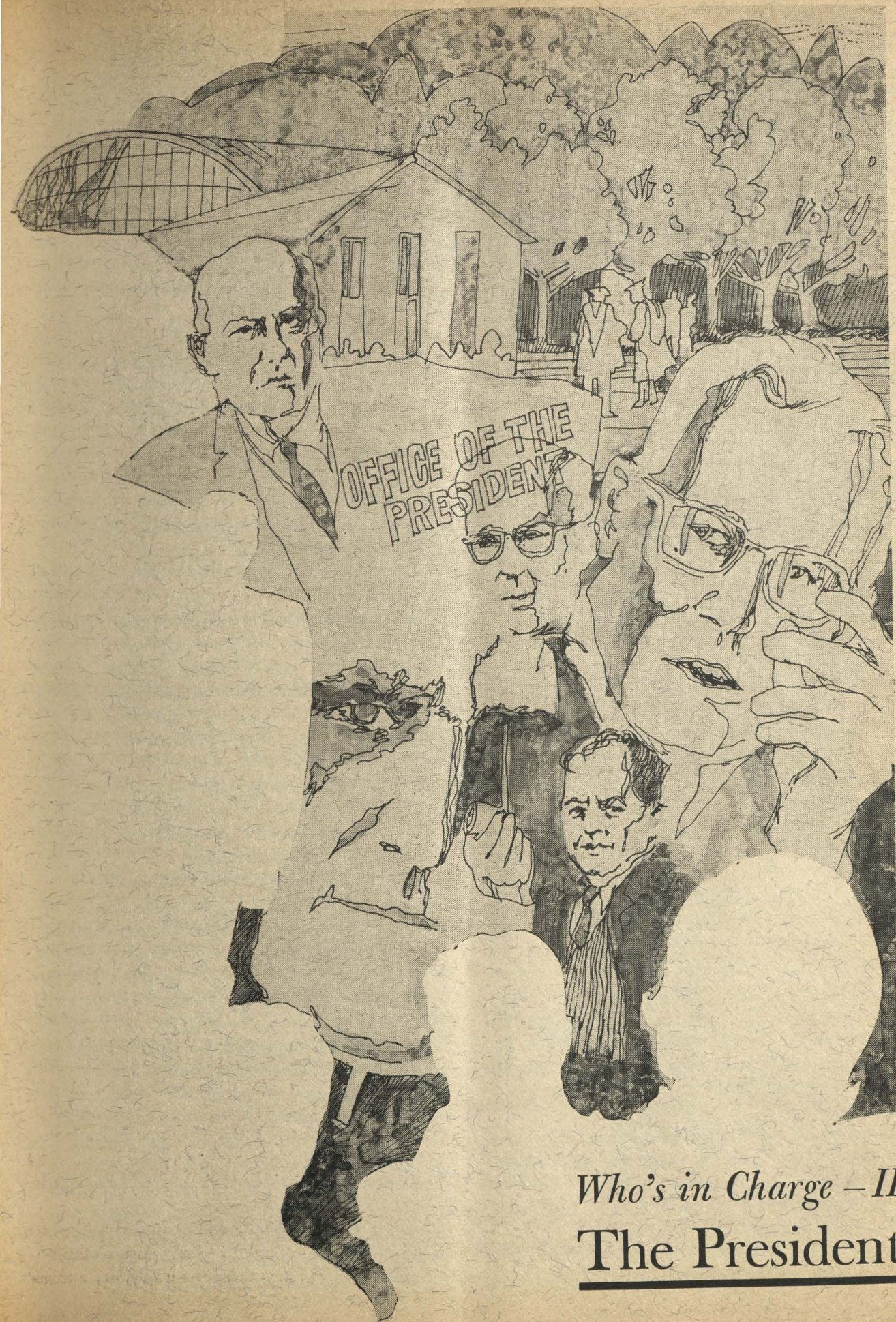
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . ."

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

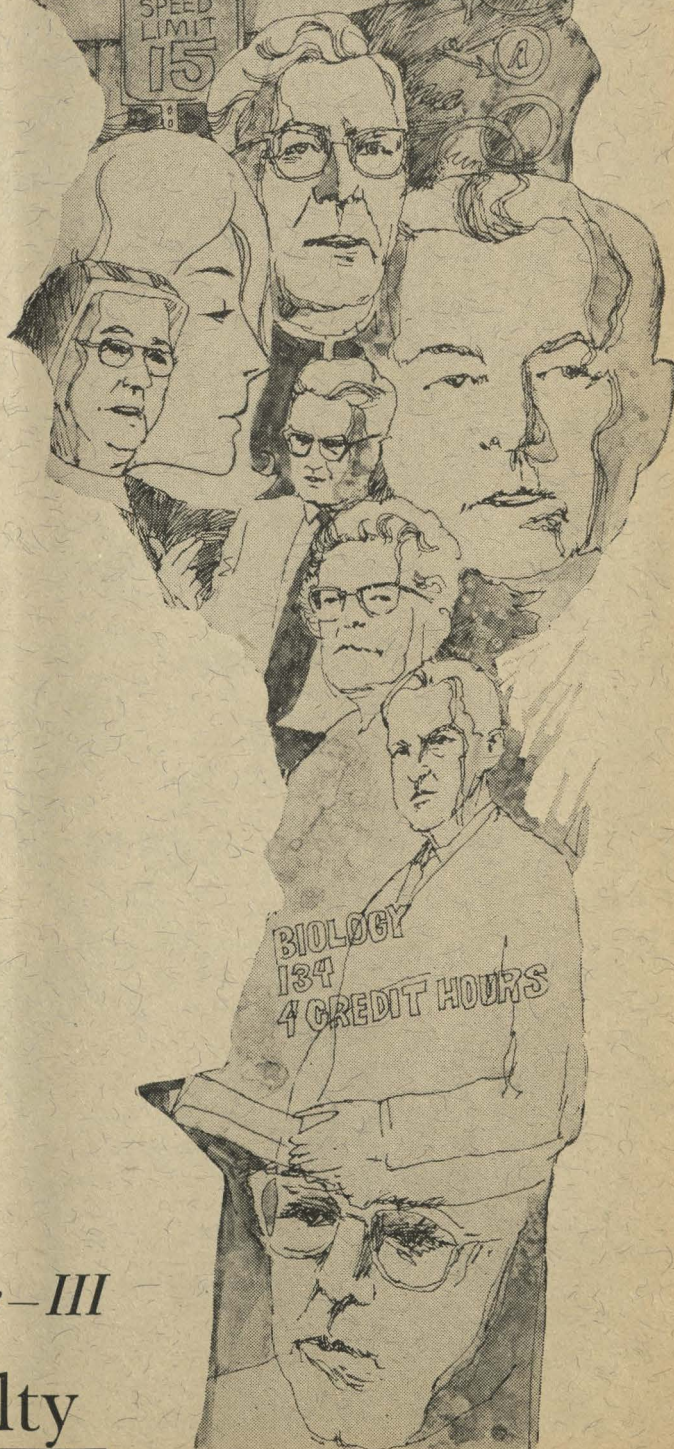
"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to



Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

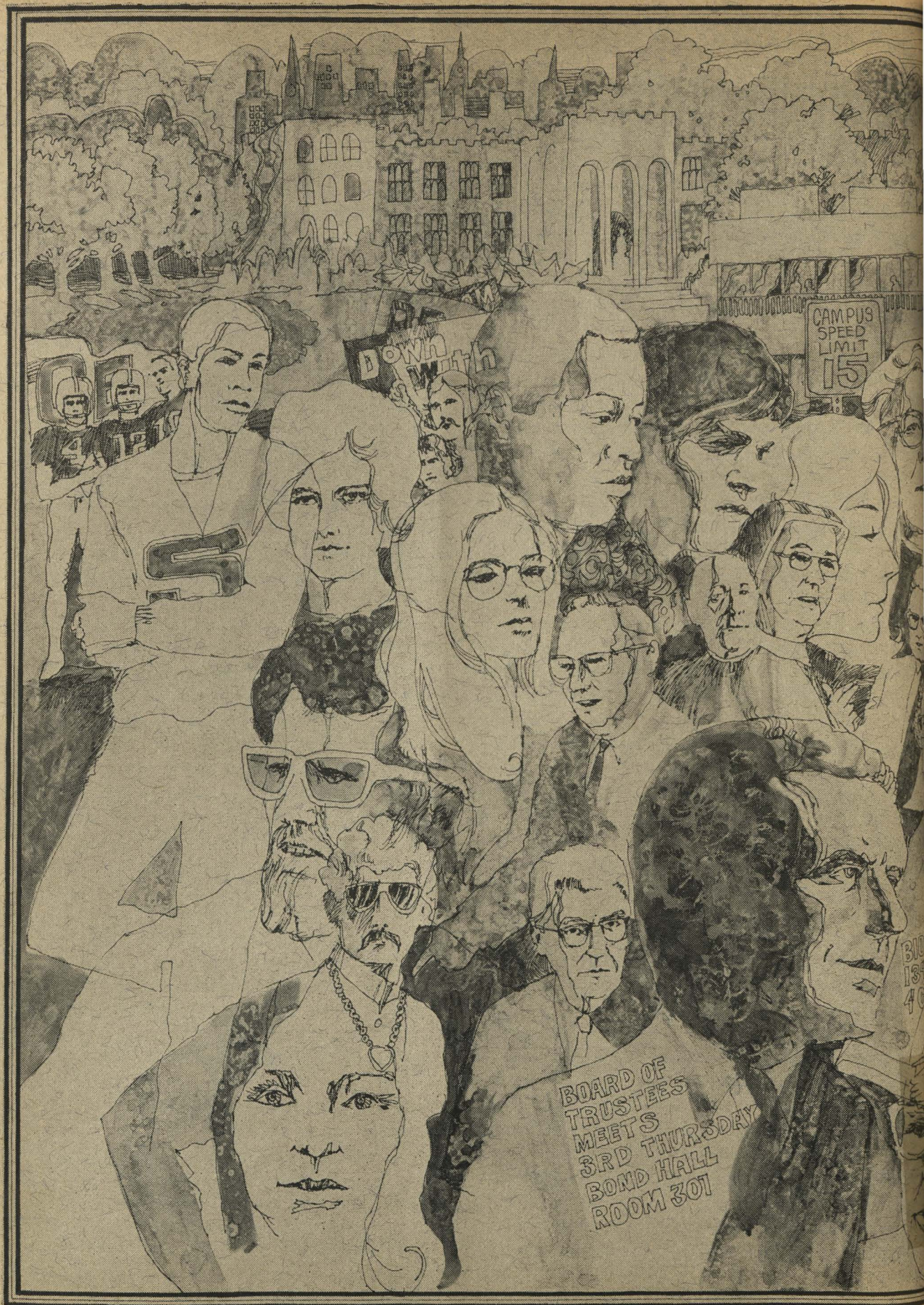
AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

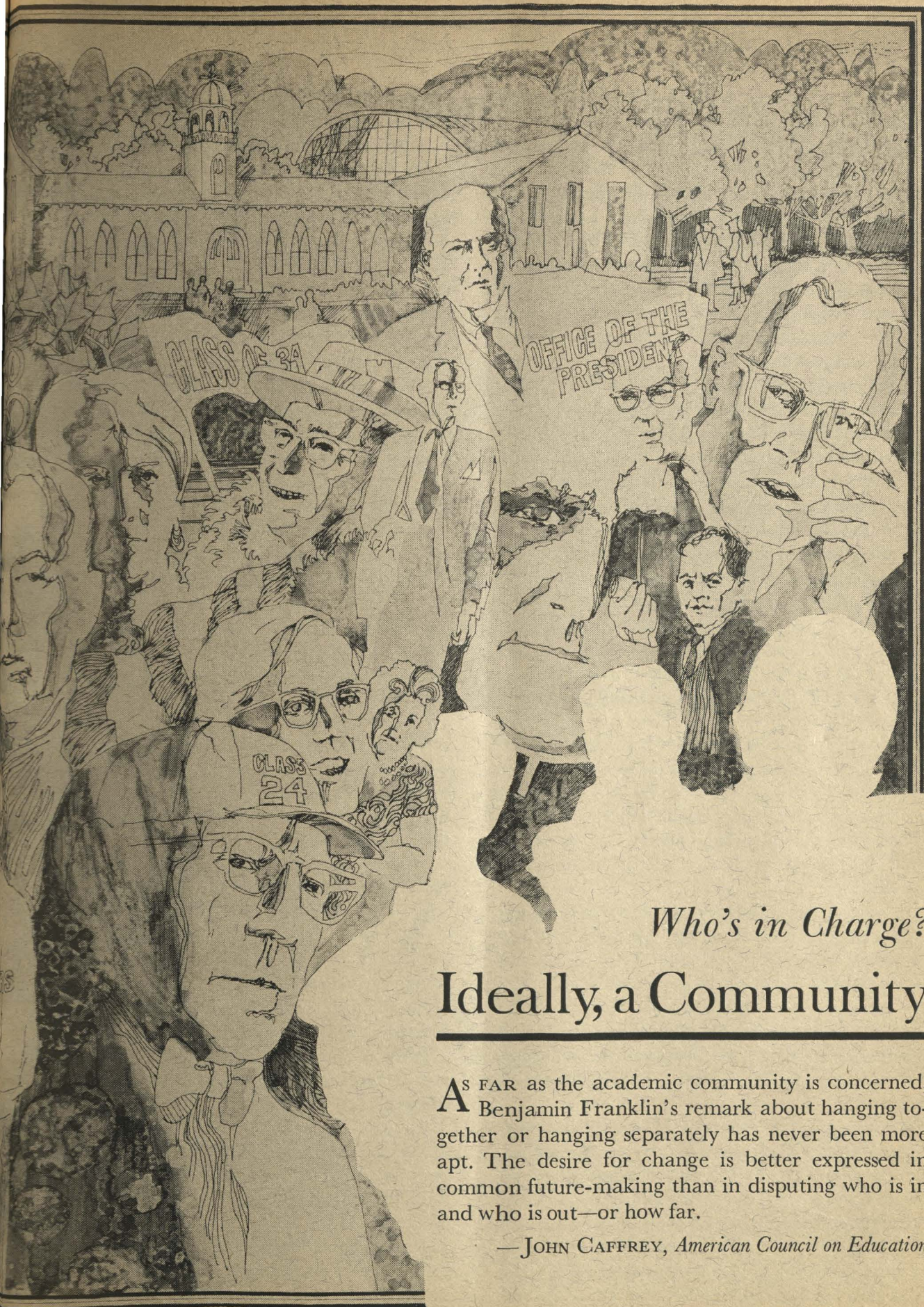
"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance





Who's in Charge? **Ideally, a Community**

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

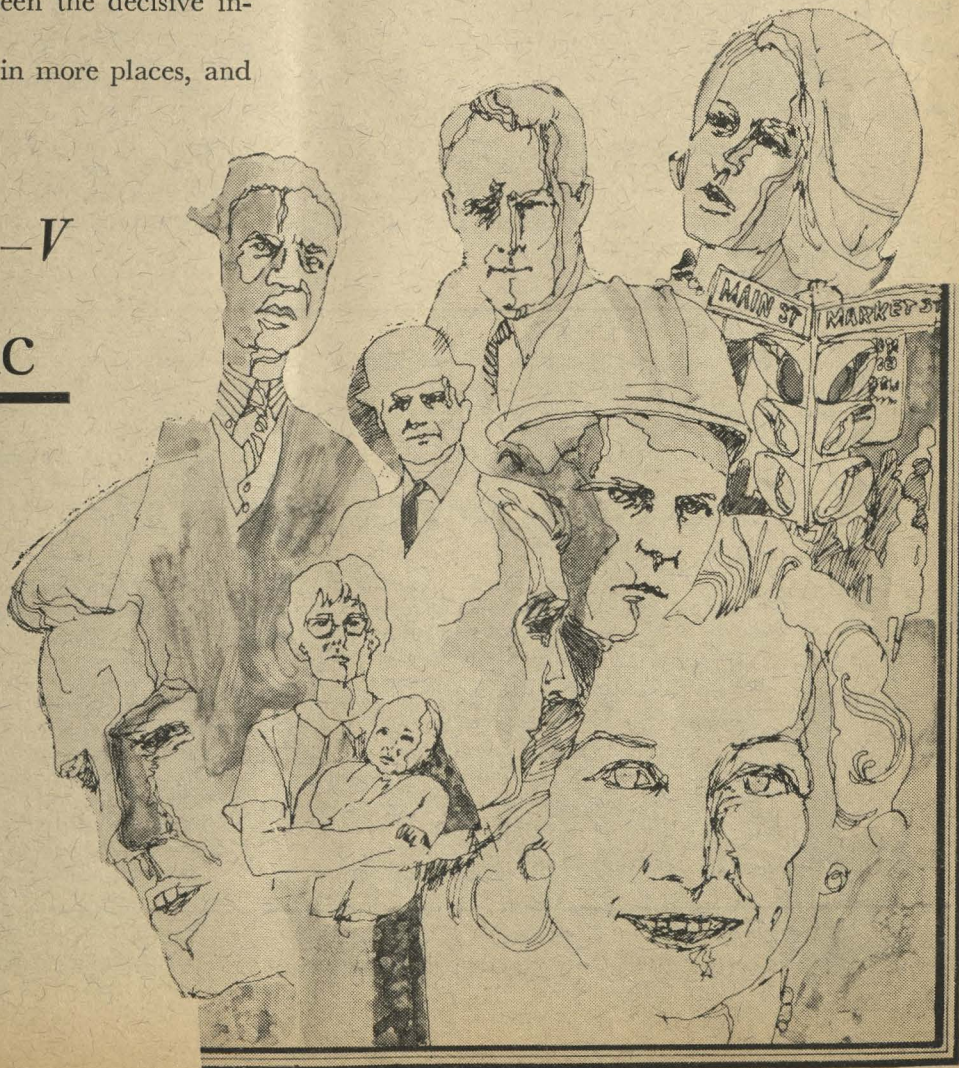
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Letter from Alfred (Their Mascot at 3)

Dear "Golden Girls",

I am heartsick that I shall be half world away in Teheran at the time of your Golden Anniversary.

I remember standing up in my chair at one of your earlier banquets at the Dempsey Hotel and reciting a four-line poem which my father had composed . . . something about how beautiful you all were.

Being over 6 feet (as well as, shall we say, of mature mien), I no longer need to stand on chairs. But it would be fun to do so, anyway, and tell you how beautiful you have remained.

Warm congratulations on this festive occasion! Nothing—but nothing—will keep me from your Diamond Anniversary.

Fond greetings and all good wishes,
Alfred Jenkins.

(A distinguished foreign affairs expert, consultant on oriental affairs to President Johnson, Mr. Jenkins is pinchhitting this summer as a Senior Inspector of USA embassies in Turkey, Iran, and the United Arab Republic).

Bust of Maerz

Frances Gurr McLanahan has commissioned a bronze bust of Professor Joseph Maerz, her beloved piano professor, who was for many years head of Wesleyan's music department. His death occurred on September 2. "I have chosen the brilliant young American sculptor, William Stevens, to do the bust", said Frances, who plans to present it in the fall.

"Dr. Gin" at Coffee



GOLDEN GIRLS OF 1969

ALUMNAE WEEK-END — 1969

Happiness bordering on euphoria describes the climate at Wesleyan during Alumnae Week-end. Held March 28-29, while school was in session, student involvement brought a new dimension to the traditional program.

Underlying this and the layers of nostalgia and reminiscing, of reunion parties and the pure joy of being together again at Alma Mater was a deep sense of awareness of her problems today and tomorrow, a grasp of their urgency and a recognition of responsibility, a challenge to add alumnae muscle toward working out solutions.

From Jane Mulkey Green's opening prayer and President Strickland's warm welcome at Board of Managers' meet on Friday morning, to the singing of the Alma Mater after Saturday's luncheon, the hours bulged. There was Alumnae Council in the old Candler reading room-soon-to-be-museum, with a moment of silence for President Eisenhower . . . a bountiful buffet supper made gay by student hostesses at tables decked with baskets of mums and ribbons in Wesleyan colors . . . Eugenia Rawls Seawell's magical performance as Fanny Kemble, English actress and humanitarian . . . coffee with faculty folk in six departments . . . Dr. Frederick Wilson's inspiring words before seniors and candle-lighters marched to Porter auditorium while the Chapel Choir sang . . . the Annual Meeting, with Eugenia charming everyone again, this time as herself . . . memorial service . . . music . . . awards . . . gifts from clubs and classes . . . luncheon in the Anderson dining room honoring award winners and newest alumnae . . . promises to return another day for reunion and even sooner, on April 25, for the Special Leadership Conference, to dedicate strength and treasure that Wesleyan might endure.



"K. T." & FKN

EUGENIA IS "FANNY"



ALUMNAE AWARDS... Distinguished Achievement . . .

Eugenia Rawls Seawell, Class of 1932

An actress whose only goal is to keep on working, Eugenia Rawls Seawell has expressed her love for the theatre in one-woman shows, repertory theatre, television, university theatre, and with teaching the art of acting. On Broadway her name has appeared in lights alongside those of Alfred Lunt and Lynn Fontanne, Tallulah Bankhead, Helen Hayes, and Jose Ferrer, in such plays as "The Little Foxes," "The Great Sebastian," "The Shrike," and "The Children's Hour." She has been a member of Margaret Webster's Shakespeare Company and of Stuart Vaughan's Repertory Theatre in New Orleans. On television Miss Rawls performed for two years on "Love of Life," as well as in "Theatre Guild of the Air," "The Nurses," "Look Up and Live," and "Road to Reality." She has recorded 65 Talking Books for the Blind. She was the Rockefeller Foundation artist-in-residence at the University of Denver in 1967-68 and artist-in-residence at William & Mary. In June of 1968 she and her distinguished husband, Donald Seawell, spent two weeks in Czechoslovakia representing the United States at the International Theatre Conference. Possibly because of her devotion to their 21-year-old daughter and 16-year-old son, she is extremely concerned about developing appreciation for the theatre in young people in America. She has toured with companies offering top dramas to high school students, and recently completed a tour with a New York council on arts group which visited eastern colleges, playing one-night stands every night for two weeks. Her reading of Fanny Kemble's letters at Lincoln Center and at numerous other places, also done as a TV special, has been acclaimed by critics and the public. To Eugenia Rawls Seawell, gifted actress, we delight in presenting the Alumnae Award for Distinguished Achievement.

Ellamae Ellis League, Class of 1921

Ellamae Ellis League, first woman to practice architecture in the State of Georgia, daughter and granddaughter of alumnae, she was born in Macon into a family of architects. Her Wesleyan classes were followed up by practical experience in several offices in Macon, and by more formal study at the Ecole des Beaux Arts in Fontainebleau, France. Elected to the College of Fellows of the American Institute of Architects (the highest honor bestowed on a member) Mrs. League was invested at the national convention in Portland, Oregon in

June, 1968. The City of Macon is a panorama of her works. She was the designing architect in a group selected for the Macon Hospital Program of 1953, was architect for the Georgia Academy for Negro Blind, the Ballard Hudson High School, the Winship School, and the Area Vocational School on Anthony Road; was architect for Mulberry Street Methodist Church Youth Center, for rebuilding Mulberry Street Methodist Church sanctuary after the fire, for the Scottish Rite Temple, and for a number of lovely residences; is currently architect for restoration of the historic Grand Theater in Macon. She has held many offices in the American Institute of Architects: President, Georgia Council, A.I.A.; Vice president Georgia Chapter A.I.A., and president, Macon Section, A.I.A.; past president of the Business and Professional Women's Club. She is the mother of two children, daughter Jean, also an architect; son Joe, whose son just completed his architectural education at Georgia Tech and whose daughter, Cheryl, studied at Wesleyan. To Ellamae Ellis League, creative and loyal alumna, we present the Award for Distinguished Achievement.

Frances Gurr McLanahan, BM 1919

A pupil of Joseph Maerz at Wesleyan and of Isidor Philipp of the Paris Conservatoire and of the American Conservatory at Fontainebleau, Frances Gurr McLanahan has been deeply involved in cultural activities since her marriage to the late Alexander H. McLanahan. This Georgian's contribution to the musical life of New York City and the country at large is inestimable, to quote Francis Robinson of the Metropolitan Opera Association. Frances was on the first Board of Directors of the Metropolitan Opera Guild; active for many years in the Bagby Music Lovers' Foundation and chairman of many of its benefits, the most outstanding being the performance of La Boheme at the Metropolitan in memory of Lucrezia Bori; Board Member of the Music Education League, Inc., and the Children's Concerts of the Philharmonic Orchestra. She has served the Philadelphia Orchestra in numerous ways, including the chairmanship of a benefit at which the great pianist Claudio Arrau played at her request. For many years she was Chairman of the New York Junior League's Music Committee.*

For several years she has been Executive Chairman of the New York Heart Fund Ball, has served the Red Cross, the Lighthouse for the Blind, the Guidance of Rural Youth, South-

ern Women's Educational Alliance and les Anciens Eleves du Conservatoire de Paris. During World War II she was a guiding spirit for British, Dutch and French War Relief, and was presented with a Louis XIV silver box by the French Ambassador to the United States in appreciation of her efforts on behalf of French prisoners-of-war. A talented non-professional musician, her piano artistry has given pleasure and inspiration at Fontainebleau before European royalty, in chateaux and drawing rooms, in hospitals for wounded and aged, before schoolboys, and a host of admiring friends.**

In 1959, she played at Centennial of the Wesleyan Alumnae Association; that same year she was hostess at tea for Wesleyan's president and 75 New York alumnae. With her innate ability to distinguish talent, she has for many years entertained promising young artists in her New York salon and chateau in France, starting many on brilliant careers. Devoted mother of one son, she has a granddaughter and grandson. The famous painter, Augustus John, wrote in his memoirs that "under the benign sway of Alexander McLanahan and his beautiful gifted and highly temperamental Southern wife, the chateau awoke to new life and gaiety, and at the magic touch of Frances McLanahan, to music, too." On this Golden Anniversary of her class, we present with great pride the Award for Distinguished Achievement to Frances Gurr McLanahan, musician and patroness of the arts.

*Among the more important events connected with this chairmanship was the renowned Olin Downes Series, at which the late, great music critic of the New York Times lectured—the lectures being illustrated by world-famous musicians.

**She entertained and played for King Peter of Yugoslavia in her own drawing room, and for the Duke and Duchess of Windsor at a magnificent party in their honor given by the Malcolm Muirs. In Venice, she played for Queen Alexandra, and at a house party given by Mr. and Mrs. Walter P. Chrysler, Jr. in Virginia, she entertained their other house guests, the Archdukes Otto, Charles and Karl Ludwig of Austria. Frances' musical talents and versatility have been displayed the length of the Eastern seaboard at great houses in New England, frequently in Newport and in New York, where she often played for her dear friend, Mrs. Cornelius Vanderbilt, and her distinguished guests. Philadelphia, Baltimore, and Annapolis at the time of her brother's graduation, bore witness to her artistry, as did North Carolina, Tennessee and Virginia, where she played at the home of David K. E. Bruce, the godfather of her son, and our ambassador to the Court of St. James. Georgia, from Atlanta (and Mimosa Hall) to the Cloisters in Sea Island, Palm Beach, and Elizabeth Arden's castle in Ireland, all were honored by her presence and inspired by her performances. Catholic priests and parishoners in Burgundy, where her chateau is located, and Methodists in the south Georgia town where she was born, have been equally thrilled by her artistic gifts. It is no exaggeration to state that the world of music as we know it today has been greatly enriched by her presence.

Distinguished Service to Wesleyan

Carolyn Malone Carpenter, AB 1939

"Miss Wesleyan of 1939," Carolyn is a former Alumnae Trustee and daughter of a former Wesleyan Trustee. She was employed by the college in 1940 to work part-time as Field Representative in Atlanta and assisted in our Physical Education Department one term. A faithful worker in the Atlanta Alumnae Club, she has served as chairman of Group Five several terms and in many other capacities. In the national alumnae organization she has served on the Board of Managers in various positions, and as chairman of the Alumnae Bequest Committee, helped formulate plans for Wesleyan's 35th Anniversary Classes to write Wesleyan into their wills. She was invaluable to Wesleyan's Development Office in helping obtain gifts for building the new Willet Memorial Library. Her Atlanta civic work includes service as chairman of the Women's Campaign Committee for the Atlanta Memorial Arts Center, a trustee of the Atlanta Arts Alliance, trustee of the Fine Arts Foundation of Atlanta, past president and chairman of the Board of Atlanta Opera Guild, past-president of the Junior Committee of Atlanta Symphony, now secretary for the Women's Guild of Atlanta Symphony, recently elected president of Associates of Nell Hodgson Woodruff School of Nursing, Emory University. A faithful member of Peachtree Road Methodist Church, she is past president of Hillside Cottages and is on the Board of the Cerebral Palsy Center of Atlanta. Carolyn Malone Carpenter, with her winsome personality, exemplifies all that Wesleyan wishes her daughters to be—loyal to the college and to her many friends, a successful wife and mother, a leader in her community. We take pride in presenting to her the Alumnae Award for Distinguished Service to Wesleyan.



Frances

Eugenia

Ellamae

Carolyn



THREE GENERATIONS SERVE WESLEYAN

Theirs is a Wesleyan heritage, with numerous relatives belonging to the Wesleyan family. Susan Woodward, '70, Quincy, Fla., talks to her grandmother, who sent 3 daughters, including Julia Monroe Woodward, '34, and Margaret Monroe Thrower (see cover).



CHOOSE NEW TRUSTEE

Polly Pierce Corn, '18, Macon, (far R.) was elected alumnae trustee at annual meeting of alumnae. New member of Board of Managers is Miriam Rudesal Smith, '42. Nominations chairman, Rosaline Gilmore Burt, Atlanta, is shown here reading slate at Alumnae Council meet in old Candler reading room, flanked by bust of Judge Candler, and her mother, Rosaline Jenkins Gilmore, '19. Latter, class president for 54 years, was guiding spirit of Golden Girls' reunion. Next year all officers of association will change. Suggestions for the new slate must be sent to the Alumnae Office at once.



POLLY AND PLAQUE

New trustee is descendent of first president of college, George Foster Pierce.

Mrs. J.M. Whitehurst
624 Herring Dr.
Macon, Ga. 31204

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Elaine Wood

BFA



AT ALUMNAE COUNCIL

Director Elaine Wood Whitehurst distributes material on Special Leadership Conference. Atlanta Club president, Betty Jo Boyes, '48, looks thoughtful.



AT FRIDAY SUPPER

Students, who acted as hostesses, two at each table, are entranced as chef slices roast beef on buffet table.

AT PRESIDENT'S PARTY

Dr. Strickland and Nonie Acree Quillian, '09, wife of former president, talk with Washboard Band, who entertained during afternoon.



AT INDUCTION

Marshal lights candle for alumnae, who soon will pass flame to girls of '69, our newest alumnae.

